DOCUMENT RESUME

ED 072 494 CS 500 142

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TITLE Stereotypes, Credibility, and Foreign Accented English Speech.
PUB DATE Dec 72
NOTE 31p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *American English; *Attitudes; *Diction; Ethnic Status; Ethnic Stereotypes; Listening; *Oral Communication; Sociolinguistics; Speaking; *Standard Spoken Usage

ABSTRACT

Designed to measure the acceptability of foreign accents, this study describes the parameters of the stereotypes and credibility that Southwest American listeners attribute to French and Spanish accented English Speech. The paper is divided into four main sections--a review of the literature pertinent to the study topic, a description of the methodology of the study, the results of the data analysis, and a discussion of the results. Two hypotheses were tested: (1) Southwestern American listeners will attribute stereotypes of a more positive nature to standard English speakers than to French or Spanish accented speakers; and (2) Southwest American listeners will attribute greater credibility to standard English speakers than to French or Spanish accented speakers. Neither hypothesis was supported by the results, and, in rejecting the two research hypotheses, the author questions both the theory and research upon which the hypotheses were based and further examines the implications of the study. (Author/LG)

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ED 072494

# STEREOTYPES, CREDIBILITY, AND FOREIGN ACCENTED ENGLISH SPEECH

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Presented to the

Speech Communication Association

Chicago, Illinois
December. 27, 1972

CS 500 142

# STEREOTYPES, CREDIBILITY, AND FOREIGN ACCENTED ENGLISH SPEECH

In a classic article (Lambert, Hodgson, Gardiner, and Fillenbaum, 1960) it was argued that "spoken language is an identifying feature of members of a national or cultural group and any listener's attitude toward members of a particular group should generalize to the language they use" (p. 44). The evaluational reactions to a spoken language should be similar to reactions elicited in interaction with those perceived as members of a group that use it. But because the use of a particular language is a feature of all members of a national or cultural group, the reactions to the language per se should reflect mainly stereotyped characteristics of the group habitually using it.

With a rationale similar to this Lambert initiated a body of research with vast implications for the discipline of communication in general and intercultural communication in particular. Lambert's study and the studies that followed suggest that linguistic cues which identify a speaker with a particular group elicit ethnic stereotypes and affect the consequent credibility of the speaker who belongs to that group. Linguistic cues identify speakers as members of both language and dialect groups.

Unfortunately, the researchers have ignored the study of stereotypes and credibility that listeners attribute to foreign

accented speech. The existence of merely one study (Anisfeld, Bogo, and Lambert, 1962) measuring the stereotypes evoked by standard and Jewish accented speech attests to the need for further research in this area. Miller and McNeill (1968) reflect this need when they call for research on the reactions to foreign accented English speech in the Handbook of Social Psychology.

The scarcity of research on the effects of foreign accents upon American listeners both provided the original stimulation for this study and determined its descriptive nature. This paper presents a study that describes the parameters of the stereotypes and credibility that Southwest American listeners attribute to foreign accented English speech. These reaction norms may be manipulated as independent variables in future experimental research which could measure such phenomena as the effect of pro and anti stereotyped messages on Southwest American audiences or measure the effects of manipulating the credibility of foreign accented speakers on attitude change.

This paper has four main sections and each of these has several subsections. The first main section reviews the research literature relating to the topic, the second main section offers a methodology for the study which describes the stereotypes and credibility Southwest American listeners attribute to foreign accented English speech, the third main section presents the results of the data analysis while the final section discusses the results.

The review of literature surveys, first, those studies

which describe the influence of group related language characteristics on stereotypes, and second, those studies which describe the influence of group related language characteristics on credibility. As a consequence the third subsection will draw forth the implications relevant to this study and offer hypotheses.

Stereotypes

The first subsection of the review of literature deals with those studies describing the nature of stereotypes elicited by group characteristic language. The subsection offers a definition of stereotype, investigates the development of stereotypes, indicates how stereotypes are elicited, and mentions those studies which describe the parameters of linguistically elicited stereotypes.

The term stereotype (or set) was originally suggested by Lippman (1922) to refer to a "picture in the head" which organizes the individual's perception of the world. Perceptions of groups can involve the ethnic stereotype which refers to one's beliefs and attitudes about members of another group (Allport, 1954). Since a language group is, by definition, an ethnic group (Harding, Preshansky, Kutner, and Chein, 1968), the second definition relates most to this study.

Concepts of ethnic groups begin in early childhood when children are trying to form a conception of themselves in the world (lambert and Klienberg, 1967). Parents and socializers help the child to develop his identity by making his group as distinct as possible from other groups and the more contrasts

that are stressed, the more deeply rooted is ethnocentrism and consequent elicited stereotypes.

Various cues can elicit stereotypes. The literature suggests that ethnic surnames (Razran, 1950), photographs (Secord, Bevan, and Katz, 1956, and Tajfel, Sheikh, and Gardiner, 1964) and language qualities (Lambert, Hodgson, Gardiner, and Fillenbaum, 1960) have cue values that elicit stereotypes.

The research describing the parameters of stereotypes elicited by language, dialect, and accent indicate that listeners of both the majority language group and the minority language or code hold stereotypes that are affectively more positive towards speakers of the majority language or code. These studies can be classified into two categories the first of which describe English speaking North American stereotypes of speakers of the French language and the second of which describe the stereotypes held towards the speech of Canadian Jews, Israelis, Arabs, and American Negros.

The relevance of the first set of studies lies in their direct relation to this proposal which measures the stereotypes of North American English listeners towards a French accented English speaker. The relevance of the second set of studies lies in the generalizability they offer the theory which posits the position that linguistic cues can elicit stereotypes.

The first category includes the classic study of the genre referred to above. Lambert, Hodgson, Gardiner, and Fillenbaum (1960) introduced the "matched guise" technique for studying the reactions to speakers whose language could be

identified with a particular ethnic group. They demonstrated that subjects rated bilingual speakers lower on certain personal characteristics such as intelligence, ambition, appearance, leadership, and character when they read in French rather than English. The authors concluded that the results reflected a community wide stereotype of French Canadians as being a relatively second rate people (Lambert, 1967). Preston (1963) used a similar design and found that Canadian subjects rated English speakers slightly higher than Continental French speakers who, in turn, were rated higher than Canadian French speakers. Gardiner, Wonnacott, and Taylor (1968) used the semantic differential to establish that English speaking North Americans held a stereotype of French Canadians characterized by the following qualities; religiousness, poverty, talkativeness, artisticness, pride, and emotionality. Of all the studies reviewed here, this set of three hold most relevance to this proposal and these implications will be pointed out below.

The inclusion of the following studies, although adding little to the prediction for this proposal, augments the generalizability of the theory that linguistic cues influence listener's stereotypes. They deal with Jewish accents, Hebrew, Arabic, and American Negro dialects. Subjects rated Jewish accented speakers lower on the dimensions of heigth, appearance, and qualities of leadership in a study that compared the stereotypes evoked by Canadian accented and Jewish accented English speech (Anisfeld, Bogo, and Lambert, 1962). Equally instructive findings evolved when the switch involved a change from Hebrew

to Arabic for Israeli and Arab listeners, and from Sephardic to Ashkenazic style Hebrew for Hebrew listeners in Israel (Lambert, Anisfeld, and Yeni-Komshiam, 1965). Tucker and Lambert (1967) compared the effects of southern American style English speech to what linguists call "Standard Network Style" English and found that the Southern Negro had more favourable impressions of speakers who used standard English. These three studies lend support to any theory proposing that linguistic cues influence stereotypes.

The first of three subsections of the review of literature has focused on those studies which describe the influence of group characteristic language variables on stereotypes. The subsection dealt with the three studies directly relevant to this proposal before it reviewed the studies lending generalizability to the theory supported by the first set of studies. The findings suggest that language (French and English), dialect (Continental French and Canadian French), and accent (Jewish and standard accented English) influences the stereotypes attributed to the speaker identified with the linguistic group. The studies suggest, moreover, that members of both the majority and minority linguistic code will rate the majority code speaker more positively than the minority code speaker. Finally, the results give a clear description of the parameters of ethnic stereotypes held towards French Canadians, Canadian Jews, Israelis, Arabs, and American Negros. The lower ratings on personality characteristics and physical appearance attributed by both French and English speaking North Americans to French Canadians

holds most relevance to this study.

Credibility

The second major section of the review of literature describes the influence of selected language group characteristics on credibility. The review cites four representative studies that describe the effects of (a) socio-economic dialects, (b) regional dialects, and (c) ethnic dialects on the consequent credibility attributed to the speaker identified as a member of one of these groups. Each of these studies deals with a variation of American English and indicates that language qualities as minute as class and regional variations in English strongly influence the consequent credibility attributed to an individual perceived as belonging to one of these groups. It will be argued that if minute variations in English such as middle and lower class English spoken in one community can effect credibility, foreign accented English speech will also affect credibility.

The studies follow in their relative order of importance to this proposal. The literature on socio-economic dialect will be followed by the literature on regional variation, which in turn will be followed by the research on the ethnic dialects.

A person's speech carries class markers as shown by Putnam and O'Hern (1955), Harms (1961), and Labov (1966). Harms (1963) reported a significant correlation between the status and credibility ratings attributed to speakers. He concluded that high status and high credibility were related

although he failed to mention the credibility instrument he used and to describe his specific results. Moe (1971) made the same conclusion. However, he too failed on the same two counts.

American English has several regional dialects. Burk (1968) found that college students in Montana could identify six of these and Toomb, Quiggins, Moore, MacNeill, and Liddell (1972) compared five of them. They found that subjects in Illinois rated the New York dialect higher on dynamism and lower on sociability than the General American, Northeastern, and Southeastern dialects. Of the five, the Southern dialect was rated lowest on composure, and competence.

A speaker's voice carries ethnic correlates as the first section of the review of literature has established. These ethnic markers influence the credibility attributed to a speaker perceived to be a member of an ethnic group (Buck, 1968). Buck found that both black and white listeners rated standard English speakers higher on the credibility dimensions of trustworthiness and competence than identifiable Negro speakers.

The second section of the review of literature treated the research literature measuring the influence of group characteristic language on consequent credibility ratings. The antecedent variables to stereotypes included socio-economic dialect, regional dialect, and ethnic dialect. The results indicate that variations of English as minute as class, regional, and ethnic group characteristics influence credibility ratings and this

It fails to offer any basis for prediction of the parameters of stereotypes and credibility attributed by Southwest American listeners to Spanish accented English speakers. Second, it fails to suggest the parameters of credibility attributed by Southwest American listeners to French accented English although it does describe the parameters of Canadian stereotypes towards French Canadians.

What predictions relevant to this study can be made from these findings? First, the findings suggest that foreign accented English speech will suffice to evoke the stereotypes and credibility attributed to the language group. Second, since most speakers belong to the majority language code and developed in a unilingual home environment, they should draw more negative contrasts between their language and the language of different groups (Lambert and Klienberg, 1967) and rate their code more positively than foreign accented codes. Third, if the stereotypes held by Canadians towards French are generalizable, the stereotypes held by Southwest Americans towards French accented English speech should relate to the Lambert, Hodgson, Gardiner, and Fillenbaum (1960) and the Gardiner, Wonnacott, and Taylor (1968) findings.

On this basis the following hypotheses are made:

Hypothesis 1: Southwestern American listeners will attribute stereotypes of a more positive nature to standard English speakers than to French or Spanish accented speakers.

Hypothesis 2: Southwest American listeners will attribute greater credibility to standard English speakers than to French or Spanish accented speakers.

## METHOD

In the first section of this paper a rationale was developed for the prediction that Southwest American listeners would rate standard English speakers more positively on stereotypes and credibility. This section of the paper develops the procedures, design, variables, and method of data analysis used in testing the hypotheses advanced in the first section of this report.

### Procedures

Subjects. The subjects (n=32) were students enrolled in introductory speech courses at the University of Oklahoma. They were tested both during regular class periods and at special evening sessions in April and May of 1972. The great majority of the subjects were second semester freshmen whose average age was 18. Generalizability of the results of this descriptive study will be technically limited to statements about the population from which they have been selected, i.e. students in the basic course in Speech Communication.

Sampling procedure. Four class from the population of basic speech communication courses which had not taken part in prior research were chosen for this study. These sections were the random ommissions of other research projects and consisted of the available population at the time of testing.

Testing procedure. At the beginning of each testing session each member of the group of subjects received a response booklet including a letter of introduction, demographic questions, a set of dogmatism scales,[1] as well as four sets of stereotype and credibility scales.

After the subjects completed reading the letter of introduction and responded to the demographic questions and dogmatism scale, the experimenter activated the first treatment tape at 3.5 IPS. and at the standard volume setting. Following each treatment, subjects were instructed to respond to the first set of stereotype and credibility scales. An identical process was followed after the remaining three treatments. At each evening session the order of the treatment tapes was altered to fit the requirements of a standard Latin square design (Campbell and Stanley, 1966). Thus, the listeners in Group A heard the treatment tapes in the order a, b, c, d; listeners in group B heard the tapes in the order b, c, d, a; listeners in group C heard the tapes in the order c, d, a, b; while listeners in group D heard the tapes in the order d, a, b, c.

## Design

For this panel study, subjects received four treatments randomized under the restriction for the Latin Square design

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[1] The SCA proposal included a dogmatism scale as a cognitive variable which could categorize the respondents for analytical purposes. The number of respondents for this study (n=32) make this mode of categorization inappropriate for analysis by parametric statistics. However, Appendix A has correlations between dogmatism and stereotypes as well as between dogmatism and credibility

(Campbell and Stanley, 1966). This alternative to random treatments was suggested by Winer (1962) to control for potential bias caused by sequence interactions with the dependent variables.

Independent variables

Foreign accented English speech. The treatment tapes were four 40 second audio tapes produced at 3.5 IPS. on a Wollensak portable tape recorder. Adopting the matched guise technique (Lambert, Hodgson, Gardiner, and Fillenbaum, 1960), two Oklahoma born modern language instructors read a passage from Aristotle, first, in standard English and then, in foreign accented English. This process yielded two standard English passages, one Spanish accented English passage, and one French accented English passage. The four passages were placed on a master tape separated by white leader tape.

Three graduate students ranked the degree of accentuation of each recording on a five point scale. These rankings were submitted to a coefficient of concordance (Ferguson, 1966), and this procedure yielded W. of 1.00.

Dependent variables

Two dependent variables were used in this study: stereotypes and credibility.

Stereotype. Subjects rated each guise on 15 traits along six point scales ranging from very little to very much. Since each of the 15 items on the original scale were of a positive nature, the possibility of response bias existed. In

order to avoid this potential bias the scale adopted for this study used eight positive items and seven negative items. That is, seven terms which were the negative opposites of seven of the original 15 positive terms were found on this scale. The term favourable found on the original scale was replaced by the term unfavourable in the scale used in this study.

Coding ranged from negative stereotypes to positive stereotypes in which case the most negative response to an item was scored one and the most positive response to an item was scored six. The stereotype scores for each group under each treatment condition were summed prior to analysis, giving a possible range of summed scores of 15 to 90.

Credibility. A semantic differential having 18 bipolar scales was used to measure the credibility of the speakers (McCroskey, 1966). The scales measured the authority, character, and dynamism of the speaker. In order to avoid potential response bias, the positive and negative poles of of nine of the 18 items were switched.

Coding ranged from negative to positive such that a score at the negative pole received a numerical value of one and a score at the positive pole received a numerical value of seven. The credibility scores for all subjects under each treatment condition were summed prior to analysis, giving a possible range of 18 to 126. The scores for each of the subdivisions of credibility; authority, character, and dynamism; were also summed under each treatment condition prior to analysis. The summation yielded a possible range of six to 36.

Analysis of Data

Winer (1962) suggested the use of a correlated ANOVA to analyse the data collected under the restrictions of the particular Latin Square design used in this proposal. This ANOVA was applied to the data collected by use of the stereotype scale , the overall credibility scale, as well as the three subdivisions of the credibility scale. When the analysis yielded significance, correlated ANOVAS were used to isolate the causes of significance.

The stereotypes and credibility attributed to each guise were correlated with a Pearson r.

## RESULTS

### Stereotypes

A correlated Analysis of Variance (ANCOVAR) indicated that no significant difference existed between the stereotypes attributed by Southwestern American listeners to foreign accented speech and the stereotypes elicited by standard English speech (Table 1).

### Credibility

An ANCOVAR yielded no significant difference existed between the overall credibility attributed by Southwestern American listeners to foreign accented English Speech and the credibility attributed to standard English speech (Table 1). Yet, significant differences did exist between reactions to the four guises on each of the three subdimensions which comprise the McCroskey credibility scale (Table 2). Paired treatment by subjects ANCOVARS sought the sources of this variance and the results follow.

Authority. Six paired treatments by subject ANCOVARS indicated that subjects attributed significantly higher authority ratings to the Spanish accented guise than to the French or the two English guises (Table 3). No significant differences existed among the remaining three guises.

Expertise. The six treatments by subjects ANCOVARS

TABLE 1

TREATMENT BY SUBJECTS ANCOVAR OF STEREOTYPES AND CREDIBILITY

| SOURCE | MEAN SQUARE | DF | F-RATIO | P |
|---|---|---|---|---|
| Stereotypes | 61.8125 | 3 | 1.092 | 0.3568 |
| Credibility | 274.9165 | 3 | 1.469 | 0.2269 |

TABLE 2

TREATMENTS BY SUBJECTS ANCOVAR OF AUTHORITY, EXPERTISE, AND DYNAMISM

| SOURCE | MEAN SQUARE | DF | F-RATIO | P |
|---|---|---|---|---|
| Authority | 118.8958 | 3 | 5.220 | 0.0026** |
| Expertise | 98.6250 | 3 | 2.859 | 0.0403* |
| Dynamism | 247.9375 | 3 | 5.948 | 0.0013** |

* = 0.05 ** = 0.01 *** = 0.001

TABLE 3

PAIRED TREATMENTS BY SUBJECTS ANCOVAR OF AUTHORITY

| SOURCE | MEAN SQUARE | DF | F-RATIO | P | |
|---|---|---|---|---|---|
| T-1, T-2 | 264.0625 | 1 | 13.971 | 0.0011 | *** |
| T-3, T-1 | 144.0000 | 1 | 7.465 | 0.0100 | ** |
| T-1, T-4 | 268.1406 | 1 | 13.356 | 0.0013 | *** |
| T-3, T-2 | 18.0625 | 1 | 0.897 | 0.6469 | |
| T-2, T-4 | 0.0156 | 1 | 0.001 | 0.9801 | |
| T-3, T-4 | 19.1406 | 1 | 0.690 | 0.5824 | |

* = 0.05 ** = 0.01 *** = 0.001

T-1 is Spanish accented English Speech
T-2 is French accented English Speech
T-3 is standard English Speech
T-4 is standard English Speech

indicated that subjects attribute significantly greater expertise to the French accented guise (Table 4). No significant differences existed among the remaining three guises.

Dynamism. Four of the six paired treatments by subjects ANCOVARS yielded significant results on dynamism among the guises (Table5). Respondents rated the Spanish accented guise lower on dynamism than the French accented guise and both the English guises. Respondents also attributed greater dynamism to the French accented guise than to one of the two English guises, although, the French accented guise did not differ significantly from the second English guise.

Stereotypes and Credibility

The data analysis included Pearson r correlations between the stereotypes and credibility attributed to the four guises (Table 6). The four correlations ranged from 0.303 to 0.814 and averaged 0.0603. Correlations between stereotypes and credibility towards the English guises were much higher than the correlations of the two variables towards English accented speech. The correlations of the credibility and stereotype scores attributed to the two English guises were 0.765 and 0.814. The correlation of the scores attributed to the Spanish guise was 0.303 and to the French guise was 0.547.

TABLE 4

PAIRED TREATMENTS BY SUBJECTS ANCOVAR OF EXPERTISE

| SOURCE | MEAN SQUARE | DF | F-RATIO | P | |
|---|---|---|---|---|---|
| T-1, T-2 | 64.0000 | 1 | 1.805 | 0.1860 | |
| T-3, T-1 | 3.0625 | 1 | 0.072 | 0.7858 | |
| T-1, T-4 | 81.0000 | 1 | 2.293 | 0.1365 | |
| T-3, T-2 | 39.0625 | 1 | 1.215 | 0.2786 | |
| T-2, T-4 | 289.0000 | 1 | 10.846 | 0.0028 | ** |
| T-3, T-4 | 115.5625 | 1 | 3.297 | 0.0757 | |

* = 0.05 ** = 0.01 *** = 0.001

T-1 is Spanish accented English speech
T-2 is French accented English speech
T-3 is standard English speech
T-4 is standard English speech

TABLE 5

PAIRED TREATMENTS BY SUBJECTS ANCOVAR OF DYNAMISM

| SOURCE | MEAN SQUARE | DF | F-RATIO | P |
|---|---|---|---|---|
| T-1, T-2 | 735.7656 | 1 | 16.936 | 0.005 ** |
| T-3, T-1 | 240.2505 | 1 | 4.885 | 0.0327 * |
| T-1, T-4 | 244.1406 | 1 | 5.328 | 0.0262 * |
| T-3, T-2 | 135.1406 | 1 | 4.503 | 0.0396 * |
| T-2, T-4 | 132.2500 | 1 | 3.042 | 0.0875 ½* |
| T-3, T-4 | 0.0156 | 1 | 0.0001 | 0.9817 |

½* = 0.10 * = 0.05 ** = 0.01 *** = 0.001

T-1 is Spanish accented English speech
T-2 is French accented English speech
T-3 is standard English speech
T-4 is standard English speech

TABLE 6

PEARSON R CORRELATION BETWEEN STEREOTYPES AND CREDIBILITY

| | | STEREOTYPES | | | |
|---|---|---|---|---|---|
| | | T-1 | T-2 | T-3 | T-4 |
| CREDIBILITY | T-1 | .303 | | | |
| | T-2 | | .547 | | |
| | T-3 | | | .765 | |
| | T-4 | | | | .814 |

T-1 is Spanish accented English speech
T-2 is French accented English speech
T-3 is standard English speech
T-4 is standard English speech

# DISCUSSION

The results of this study supported neither of the two research hypotheses emerging from the review of theory and research. These hypotheses predicted that Southwestern American listeners would attribute more positive stereotype and credibility ratings to standard English speech than to foreign accented English speech.

The first hypothesis predicted that Southwestern American listeners would attribute stereotypes of a more positive nature to standard English speech than to French or Spanish accented speech. The data analysis failed to find any significant difference between the stereotypes attributed to standard and foreign accented English speech. Consequently, hypothesis one was rejected.

The second hypothesis predicted that Southwestern American listeners would attribute greater credibility to standard English speech than to French or Spanish accented English speech. The data analysis, again, failed to find signiricant differences between the overall credibility attributed to standard and foreign accented English speech. Further analysis of two of the three credibility subscales indicated that subjects attributed higher character ratings to Spanish accented speech and higher expertise ratings to French accented speech. These results oppose the hypothesized direction of the results and

together with the lack of significant differences on the overall credibility scale argue for a rejection of the second hypothesis. The second hypothesis was rejected despite the weak support which was obtained from the low dynamism ratings attributed to Spanish accented speech.

The rejection of the two research hypotheses questions both the theory and research upon which the hypotheses were based. The theoretical position argues that "any listener's attitude towards members of a particular group should generalize to the language they use" (Lambert, Hodgson, Gardiner, and Fillenbaum, 1960, p. 44). It follows that the reactions to the linguistic qualities per se should reflect mainly the stereotype and credibility characteristics of the group habitually using them. The body of research measured the effects of language, dialect, and accent on stereotypes and credibility. The two research hypotheses for this study emerged from the findings which suggested that one rates members of one's own linguistic group more positively than one rates members of minority linguistic groups. This study did not support these findings.

Two groups of factors mediate the criticism leveled against the theory and research upon which the hypotheses for this study find their base. The first group of mediating phenomena relate to the nature of the extant prior research, and the second group of factors relates to the nature of this study.

The review of the literature for this study pointed out

the scarcity of research relating to the topic of the study. None of the existing research related directly to Southwestern American listeners and, in particular, to the student population of the basic speech course at the University of Oklahoma. Further, none of the existing research dealt with linguistic groups foreign to the linguistic group comprising the research population. Black and white Americans, French and English Canadians, and Arabs and Israelis live in physical contact and often conflict while the majority of students at the University of Oklahoma emerge from a rather homogeneous white, middle class, Protestant environment, physically separated from the concentrations of Spanish accented English speech in southern Texas and the concentrations of French accented English speech in the Canadian province of Quebec.

The prior research only measured respondents' reactions to the linguistic qualities of groups in physical proximity and lack of proximity may explain the lack of support for the two research hypotheses of this study. Should such be the case the results of this study limit the generalizability of the prior theory and research to groups in contact.

A second group of factors mediate the criticism leveled against the theory and research reviewed above. These factors relate to this study which used a Latin square design combined with female subjects in a matched guise technique. The Latin square design presents a series of treatments in differing order to differing respondent groups and carries a susceptibility to sensitization (Winer, 1962). The matched guise

technique demands that one speaker adopt the linguistic characteristics of two groups; a standard English pattern and a Spanish or French accented English pattern in the case of this study. This matched guise technique (Lambert, Hodgson, Gardiner, and Fillenbaum, 1960) may have also carried a sensitization potential despite the fact that the Coefficient of Concordance between the judges was 1.00. This study used a Latin Square design with a matched guise technique and the interaction of the design and technique may have lowered the possibility of discovering significant differences. The female sex of the speech samples may have also modified the strength of respondent reactions. Thus, two groups of factors mediate the criticism leveled at the theory and research reviewed above due to lack of confirmation of this study's research hypotheses.

The most interesting additional finding of the study emerges from correlations of stereotypes and credibility. The average correlation between the stereotype and credibility scores on each subject averaged .605 and this indicates that the two scales measure similar phenomena. Clearly, there exists a need for further research on the nature of this relationship.

The results of this study, then, call for the rejection of its two directional research hypotheses due to lack of significant difference between the credibility and stereotypes attributed by Southwestern American listeners to Standard and foreign accented English speech. The rejection of the research hypotheses questions the theory and research upon which the

research hypotheses find their base yet several factors mediate the criticism of the theory and research implied from the results of this study. These mediating factors relate to the nature of the few studies which do exist and the nature of this study. Finally, high correlations suggest a relationship exists between the stereotype and credibility scale used. This concludes the discussion of results and suggests several implications.

As this area of socio--linguistic research is still in an embryonic stage there exists a need for research on both linguistic groups in contact as well as linguistic groups not in contact. A starting point might be the replication of this study with a larger population using an independent measures design where respondents react to actual rather than artificial foreign accents. This replicate study should control for sex of the speech stimulus as well as sex of the respondent. Related research might measure reactions to linguistic groups which physically interact in Oklahoma such as socio--economic dialect groups, regional dialect groups, as well as American Indian and American Negro dialect groups. Similar research projects might be carried out on a national and international scale.

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## APPENDIX A

### TABLE 1

CORRELATION BETWEEN DOGMATISM AND STEREOTYPES BY TREATMENT CONDITION

STEREOTYPES

| | T-1 | T-2 | T-3 | T-4 |
|---|---|---|---|---|
| DOGMATISM | -0.3897 | -0.3138 | -0.1630 | 0.161 |

T-1 is Spanish accented English speech
T-2 is French accented English speech
T-3 is standard English speech
T-4 is standard English speech

### TABLE 2

CORRELATION BETWEEN DOGMATISM AND CREDIBILITY BY TREATMENT CONDITION

CREDIBILITY

| | T-1 | T-2 | T-3 | T-4 |
|---|---|---|---|---|
| DOGMATISM | 0.112 | -0.077 | 0.070 | 0.256 |

T-1 is Spanish accented English speech
T-2 is French accented English speech
T-3 is standard English speech
T-4 is standard English speech